

Grade 4 Music Scope & Sequence

	Essential Questions	Standards-based Essential Skills/Concepts to be Targeted & Instructional Strategies	Formative/Summative Assessments (Performances, Projects)
1 st Advisory	<p>How do we determine that a music performance/ composition/ arrangement is good?</p> <p>How does the practice of solfeggio improve sight singing accuracy?</p>	<p>Standards: 4.1. L2, 4.1. E2, 4.2.S2, 4.2.P3, 4.2.P5, 4.3.1, 4.4.1, 4.5.S1</p> <p>Listen: Identify phrases and sections of music that are the same, similar, or different. State personal preferences in music and explain reasons for the selections.</p> <p>Speak (repeat): Sing independently with good pitch, diction, and posture, and maintain a steady tempo. Perform on pitch, in rhythm, with appropriate dynamics and a steady tempo. Echo sort rhythmic and melodic patterns.</p> <p>Speak (improvise): Improvise simple rhythmic and melodic ostinato accompaniments (meter in 2 and 3, dotted rhythm, syncopation).</p> <p>Read: Read (using rhythmic solfege) and notate whole, half, quarter, eighth, and dotted notes in duple and triple meter signatures.</p>	<p>Read, clap and say rhythmic patterns that include syncopation in a meter of 4</p> <p>Listen to and identify qualities of music that are personally satisfying and those that are not and explain why they feel that way</p> <p>Using quarter, eighth , and syncopated rhythmic patterns, create ostinatos to build texture in a song</p> <p>Students will take turns creating melodic and rhythmic patterns (using solfege) and the class will echo them.</p>
	Repertoire		Resources
	<p>Required: America (pg. 424)</p> <p>Suggested: America, The Beautiful (pg. 156) Oh, Susanna (pg. 256) Clementine (pg. 329) Somos el barco (pg. 340)</p>	<p>Write: See Speak (improvise)</p> <p>Talk About: Identify similarities and differences in the meanings of common terms used in the various arts.</p>	<p>Grade 4 Standards Document Making Music Grade 4, Teacher Ed. Content and Tools by Strand Wikipedia (The Happy Wanderer)</p>

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2 nd Advisory	<p>How do we determine that a music performance/ composition/ arrangement is good?</p> <p>How does the practice of solfeggio improve sight singing accuracy?</p>	<p>Standards: 4.1.L3, 4.1.E1, 4.2.S2, 4.2.S3, 4.2.P1, 4.2.P4, 4.3.3, 4.4.1, 4.5.S2, 4.5.H2</p> <p>Listen: Identify the sounds of a variety of instruments, including many orchestra and band instruments, and other instruments from various cultures, as well as male and female adult voices. Devise specific criteria for evaluating performances and compositions.</p> <p>Speak (repeat): Sing independently with good pitch, diction, and posture, and maintain a steady tempo. Distinguish between the "head voice" (high register, light tone color) and the "chest voice" (low register, heavy tone color) Perform (by printed notation and by rote) rhythmic and melodic ostinatos and I and V (V7) chords to accompany a two-chord melody, using available pitched classroom instruments. Play in instrumental groups in order to learn how to respond to the directions of a conductor.</p>	<p>Conduct songs in 2,3, and 4 while the class follows along</p> <p>Listen to 2 different performances of the same song and compare and contrast them using musical terminology in a Venn Diagram</p> <p>Identify, by sight and sound, various orchestral instruments and instruments from around the world.</p> <p>Perform a canon using movements, while demonstrating proper diction, tone, phrasing, and posture</p> <p>Use two basic chords to provide accompaniment to a song</p> <p>In small groups, compose a 4 bar rhythmic composition in meter of 3 and perform it for the class</p>
	Repertoire		Resources
	<p>Required: Winter Fantasy/Jingle Bells, partner songs (pg. 408)</p> <p>Suggested: Let it Snow! Let it Snow!, Let it Snow! (pg. 410) Ocho Kandelikas (pg. 413) The Twelve Days of Christmas (England, pg. 414) Harambee (pg. 418)</p>	<p>Speak (improvise): Compose and arrange short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means.</p> <p>Read: Read (using rhythmic solfege) and notate whole, half, quarter, eighth, and dotted notes in duple and triple meter signatures.</p> <p>Write: See Speak (improvise)</p> <p>Talk About: Identify similar themes in stories, songs, and art forms (e.g., patterns, texture). Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</p>	<p>Grade 4 Standards Document Making Music Grade 4, Teacher Ed. Content and Tools by Strand</p>

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3 rd Advisory	<p>How do we determine that a music performance/ composition/ arrangement is good?</p> <p>How does the practice of solfeggio improve sight singing accuracy?</p>	<p>Standards: 4.1.L1, 4.2.S1, 4.2.P2, 4.3.2, 4.4.3, 4.5.H1</p> <p>Listen: Identify simple music forms upon listening to a given example such as AABA, AABB, rondo, and round.</p> <p>Speak (repeat): Sing from memory a varied repertoire of songs from diverse cultures, including countermelodies, rounds/canons, partner songs, descants, and songs with ostinatos, alone and with others. Perform easy rhythmic, melodic, and chordal patterns on rhythmic, melodic, and harmonic classroom instruments.</p> <p>Speak (improvise): Improvise short songs and instrumental pieces, using a variety of sound sources, including the voice, sounds available in the classroom (instruments), body sounds, and sounds produced by electronic means.</p> <p>Read: Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</p>	<p>In small groups, create a rap using rhythm instruments, body percussion, found sounds, etc, to compose a song rondo form.</p> <p>Correctly respond to musical symbols and terms when presented while playing instruments.</p> <p>Accompany a song using 2 chords and switching at appropriate times.</p> <p>Create ostinatos in meters in 2,3,4 and cut time.</p> <p>Vocally improvise new lyrics to a familiar song while maintaining a steady beat and melodic accuracy</p>
	Repertoire		Resources
	<p>Required: Peace Round (pg. 336)</p> <p>Suggested: Joe Turner Blues (pg. 54) Dry Bones (Spiritual, pg. 158) Wade in the Water (Spiritual, pg. 260) Gonna Ride Up in the Chariot (pg. 20)</p>	<p>Write: See Speak (improvise)</p> <p>Talk About: Explain orally or in writing the relationship between music and events in early American history.</p>	<p>Grade 4 Standards Document Making Music Grade 4, Teacher Ed. Content and Tools by Strand</p>

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4 th Advisory	<p>How do we determine that a music performance/ composition/ arrangement is good?</p> <p>How does the practice of solfeggio improve sight singing accuracy?</p>	<p>Standards: 4.1.L1, 4.1.L4, 4.2.S1, 4.2.P2, 4.3.2, 4.4.4, 4.5.H3</p> <p>Listen: Identify simple music forms upon listening to a given example such as AABA, AABB, rondo, and round.</p> <p>Use music terminology to describe how pitch levels may move upward, downward, or stay the same and demonstrate the melodic shape (contour) of a musical phrase.</p> <p>Speak (repeat): Sing from memory a varied repertoire of songs from diverse cultures, including countermelodies, rounds/canons, partner songs, descants, and songs with ostinatos, alone and with others.</p> <p>Perform easy rhythmic, melodic, and chordal patterns on rhythmic, melodic, and harmonic classroom instruments.</p> <p>Speak (improvise): Improvise short songs and instrumental pieces, using a variety of sound sources, including the voice, sounds available in the classroom (instruments), body sounds, and sounds produced by electronic means.</p>	<p>Perform a canon with movements to demonstrate overlapping phrases and harmony</p> <p>Improvise a melody in major tonality on a pitched instrument</p> <p>Perform patterned dances from various cultures.</p> <p>Use appropriate terminology to describe the contour of a musical selection (ex: whole step, half step)</p> <p>Discuss how ostinatos effect the texture and harmony of a song.</p>
	Repertoire		Resources
	<p>Required:</p> <p>I Believe I Can Fly (pg. 202)</p> <p>Suggested:</p> <p>Haul Away, Joe (pg. 13)</p> <p>Sakura (Japanese, pg. 296)</p> <p>Kookaburra (Australia, pg. 182)</p> <p>The Lion Sleeps Tonight (pg. 127)</p> <p>Over the Rainbow (pg. 136)</p>	<p>Read: Recognize major and minor intervals (e.g., major and minor seconds, thirds).</p> <p>Write: See Speak (improvise)</p> <p>Talk About: Explain how experiences, surroundings, stories, and history are expressed through music.</p>	<p>Grade 4 Standards Document</p> <p>Making Music Grade 4, Teacher Ed.</p> <p>Content and Tools by Strand</p> <p>Wikipedia (I Believe I Can Fly)</p> <p>You Tube (I Believe I Can Fly)</p>